

Nurse Nancy & Practicing Hygiene for Better Health

How do you properly care for a cut when you are not feeling well, to help stop the spread of infections that lead to sepsis?



Abstract

Together we will read the book "Nurse Nancy." We will then discuss the correct people to tell when we aren't feeling well or show signs or symptoms of sepsis (trusted adults, like parents, teachers, nurses and doctors). We will use kinesthetic methods to reinforce the "cut, clean, cover" method of first aid for young students by acting out both teacher-directed scenes and student-created scenes.

Grade Level

3-5

Subject Area

Biology, Health, Literacy

Time

40 minutes

Setting

Classroom

Skills

Analyze, identify, interpret, match, organize and record.

Objectives

Students will demonstrate their knowledge of proper first aid through role-playing skits.

Standards Addressed

Common Core Standards

- **W.3.3** – Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **W.4.3** – Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **W.5.3** – Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

National Health Education Standards

- **1.5.2** – Identify examples of emotional, intellectual, physical, and social health.
- **1.5.5** – Describe when it is important to seek health care.
- **4.5.1** – Demonstrate effective verbal and non-verbal communication skills to enhance health.
- **4.5.4** – Demonstrate how to ask for assistance to enhance personal health.
- **5.5.1** – Identify health-related situations that might require a thoughtful decision.
- **5.5.2** – Analyze when assistance is needed when making a health-related decision.

National Consortium for Health Science Education

- **9.12** – Describe strategies for prevention of disease.



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New York State Health Education Standards

- **ORH.E.4** – Individuals have routine medical and dental check-ups to assess physical development and sensory perception.
- **CM.E.1** – Uses qualities of active listening, following directions, and responding to others in health enhancing ways.
- **CM.E.2** – Identifies and applies effective verbal (assertiveness) and non-verbal communication skills to enhance health.
- **CM.E.3** – Demonstrates healthy ways to express needs, wants and feelings.
- **CM.E.4** – Describes characteristics of a responsible family member and friend.
- **CM.E.5** – Identifies barriers that interfere with effective healthy communication.
- **CM.E.6** – Demonstrates ways to communicate care, consideration, and respect of self and others.
- **CM.E.7** – Demonstrates effective refusal skills in health-related situations.
- **DM.E.1** – Identifies personal health decisions and influences.
- **DM.E.2** – Recognizes personal capabilities and limitations as they relate to possible healthy solutions.
- **DM.E.3** – Locates and uses information sources to enhance health.
- **DM.E.4** – Personalizes health risk of decisions to self and others.
- **DM.E.5** – Applies a decision making model to real-life health-related situations.
- **DM.E.6** – Questions perceptions of normative health-related behavior.
- **DM.E.7** – Describes how personal health decisions are connected to subsequent decisions.

Materials

“Nurse Nancy,” bandages, gauze, tape, various other medical supplies, notebook and face paint.

Making Connections

Students will see the importance of proper hygiene and first aid. In addition, they will learn who to go to when they are not feeling well, and who to talk to even if someone says there is nothing wrong with them. Let the students know that every person knows him- or herself better than anyone else. They will know if there is something wrong or not right.

Lesson Authors

Sean O’Melia and Ann Smith

Vocabulary

Antibiotics
Antibody
Bacteria
Symptoms

Introduction

How will I know if bacteria got into my cut or my body?

The teacher should explain: “Whenever we feel sick, we must look for signs of sickness, called *symptoms*. Symptoms are your body’s way of showing you that you are not in a balanced state. For example, if bacteria get into a cut, your skin may turn pink or feel hot or painful. If bacteria get into your body, you may feel warm, tired or sick.

“Warm skin, skin that has changed colors, and painful cuts and wounds are all *symptoms*. Even if these kinds of body responses do not happen right away, all symptoms of sickness are important to share with a trusted adult as soon as you sense them. Trusted adults, such as teachers, parents, nurses and doctors, will help keep you healthy and safe once they know exactly what hurts.”

What should we do if bacteria get into a cut and the cut begins to hurt?

The teacher should explain: “Our bodies will always protect us by making something called an *antibody*. Your body makes antibodies to attack harmful bacteria if they get inside of you. Sometimes your body needs help fighting off the harmful bacteria, and that is when the doctor will give you *antibiotics*. Antibiotics are a type of medicine that helps to get rid of the harmful bacteria that make you sick.

Nurse Nancy

The teacher should introduce the story: "Today, we will read a story together called 'Nurse Nancy.' This is a story about seeking help from trusted adults when you don't feel well. We will also learn that it is important to keep ourselves and our environment clean to remove harmful bacteria and help us stay healthy. If harmful bacteria get into our cuts and open wounds, we must clean and cover them immediately." Read the story aloud with the whole class.

Questions from the reading

- What do we look for when we feel sick?
- What symptoms might we see in a cut that gets infected with bacteria?
- What symptoms might we see if bacteria get into our body?
- Who should be notified when you feel sick?
- Who do you trust in your family to take care of you when you are sick?

Role Play

1. Model and explain the "cut, clean, cover" (three C's) approach.
2. Assign students to pairs to role play. Use face paint to create a fake cut, wound or scrape on each student. Each student in the pair should take turns playing the patient and the helpful adult, such as a mother, father, doctor, nurse or teacher.
3. Lastly, break students into groups of five or six. Ask each group to write a five-minute skit that they will then perform for the class, role playing what happens when you feel sick after a cut or scrape and what you should do, using the three C's, to care for the wound.

